



RELATIONSHIP BETWEEN PSYCHOLOGICAL WELLBEING AND ACADEMIC ACHIEVEMENT OF UNDERGRADUATE STUDENTS; AN EMPIRICAL STUDY

Dr. Sristidhar Bera

Assistant Professor, Gourav Guin Memorial College, C.K. Road

ABSTRACT

The Present study tries to examine the relationship between Psychological Wellbeing and academic achievement of Undergraduate level students in Paschim Medinipur district In West Bengal. Information was collected from undergraduate students studying in College level by administering adopted Bengali version standardised questionnaire. Psychological wellbeing is measured by Psychological Wellbeing Tool by Ryff (1989) with 18 items (Seven point scale) covering Environmental mastery, personal growth, positive relations with others, purpose in life and self acceptance. Academic achievement of college students is measured based on cumulative grade Point Average (CGPA). Purposive sampling procedure was used to collection of requisite data. For analysing the data, Mean, SD, Correlation was used as statistical techniques. Result of the study shows that there is positive correlation exists between Psychological wellbeing and academic achievement but not significant. This study also showed that no significant difference found between Boys and Girls, APL and BPL, general and others under graduate student in terms of psychological wellbeing.

KEYWORDS: Psychological wellbeing, Academic Achievement, Undergraduate Students

INTRODUCTION

Psychological wellbeing is nothing but positive function of body and mind. It is a factor supporting someone's future gladness which is encouraged by individuals learning, in dealing with environment. It refers to positive mental states, for instance- happiness or satisfaction. Wellbeing and health both together is called Psychological wellbeing which means feeling good and functioning effectively. Ryff (1989) told that the core theoretical dimension of psychological well being are a) self acceptance-state of having positive thoughts and feelings about oneself B) Personal relationship with others-ability to engage in warm and trusted relationship with others c) autonomy-ability to be independent and cope with social pressure d) c) Environmental mastery-ability to adapt, change, or creates one's environment according to one's need through physical and mental activities e) purpose in life- state of having objectives and goal in life working towards achieving a goal and f) personal growth- continuously growing and developing as oneself. It also associated with academic success and has received a lot of attention in the school context.

The extreme goal for any teacher is to improve the ability level and prepare students to get high academic score. **In recent times, the importance of academic achievement plays a major role in the learning process of students.** Various studies showed that the positive relationship exists between psychological wellbeing and academic achievement. Hart (2016) found that subjective wellbeing did not have significant relationship with academic achievement. It has been found that student wellbeing has been linked to their academic achievement. If students' psychological well-being is excellent and affluent, they can function more efficiently. Psychological well being might influence their academic achievement significantly. Some studies showed that there is a positive relationship between psychological will be and academic achievement other studies show that there is negative relationship exist between psychological well-being and academic achievement so there has been some inconsistency in the results.

Kaya and Erdem (2021) showed that general well being affected academic achievement positively. Another study showed that academic attainment at the end of the first year had no statistically significant correlation with well-being as measured at the start of the year (Topham, P., & Moller, N. (2011). Other studies showed that the majority of students have a median level of well-being, are not depressed, and perform academically on track with their own assessments. The study also showed that pupils who performed at a medium or high academic level scored highly on scales measuring well-being, life purpose, and personal development (Turashvili, T., & Japaridze, M. (2012). King et al. (2015) showed that students with higher levels of subjective well-being tend to be more engaged in learning. A study by Mustafa, et.al. (2020) found that there is no significant relationship exists between psychological well-being dimension autonomy with academic achievement. Liersch, S. and Walter, U. (2015) showed that an indirect positive effect as well as a direct negative effect of subjective well-being. These results partly contradict those of previous research on this subject because most of the available studies focus solely on the positive effects of well-being on school success. It is important to know how psychological well-being is related to academic achievement of undergraduate students.

Statement of Problem

On the basis of above reviews of the related studies, the present problem is stated as '**Relationship between Psychological Wellbeing and Academic Achievement of Undergraduate Students: An Empirical Study**'.

Definition of important terms

Psychological Wellbeing: Psychological wellbeing is positive function of body and mind. It is the mixture of feeling excellent and functioning well. According to Mock et al. (2019) "Psychological well-being is a factor supporting someone's future happiness, which is stimulated by individual's learning, in dealing with problem or environment.

Academic achievement: Here academic achievement indicates that the semester results (cumulative grade point average - CGPA) in CBCS system.

Undergraduate students: Undergraduate student's means that are studying in general Degree College and belongs to 18-21 years age group.

Significance of the study: Academic achievement is the single determinant factors in determining student's success. It is an important evidence or proof of student's success. This success depends on various factors such as intelligence, environment, interest, socio-economic status, etc. Psychological wellbeing is an important dependent variable. Students' exam success is closely related to these variables. The main purpose of this is to find out the relationship between psychological wellbeing and academic achievement of undergraduate students.

Objectives

1. To find out the significant relationship between Psychological wellbeing and academic achievement of undergraduate students.
2. To find out the significant difference between Boys and girls in terms of psychological wellbeing.
3. To find out the significant difference between general and others undergraduate students in terms of psychological wellbeing.
4. To find out the significant difference between APL and BPL undergraduate students in terms of psychological wellbeing.

Hypothesis

⁰H₁: There is no significant relationship exists between Psychological wellbeing and academic achievement of Undergraduate students.

⁰H₂: There is no significant difference exists between Boys and girls in terms of psychological wellbeing of under graduate students.

⁰H₃: There is no significant difference exists between general and others in terms of psychological wellbeing of under graduate students.

⁰H₄: There is no significant difference exists between APL and BPL in terms of psychological wellbeing of under graduate students.

Design and methodology: The investigator employed descriptive survey method of research for the present study. Sample of the present study consist 112 UG students studying in class BA. For this study some selected Bengali medium

general Degree College were chosen of Paschim Medinipur district in West Bengal.

Population and Sample: In the present study, population of the study includes the undergraduate students studying in three years degree course (CBCS System) in West Bengal, India. Purposive sample technique was used to collect data for the study. Only 112 students were taken for the study those who are studying in Bengali medium Degree College in Paschim Medinipur.

Tools: Essential data for the present study were collected through with the help of research tool. Adopted Bengali version Standardized questionnaire consisting 18 items with 7 point scale was used to collect valid and reliable data from undergraduate students of Paschim Medinipur district.

Analysis and Interpretation

Variables	N	Mean	r	Level of Significance
Psychological Wellbeing	112	152.04	0.149	Not Significant
Academic achievement	112	164.98		

Data Source: Authors calculation based on field survey in 2023

Table-1: There is no significant relationship exists between Psychological wellbeing and academic achievement of Undergraduate students

Table-1: showed that the mean score of Psychological wellbeing and academic achievement in undergraduate level is 152.04 and 164.98 respectively. The calculated 'r'-value is 0.149 which is not significant at 0.05 level i.e. no significant relationship exists between Psychological wellbeing and academic achievement of under graduate students. The null hypothesis will remain unchanged.

Gender	N	Mean	SD	SED	t	Level of significance
Boys	47	165	11.4	1.96	0.02	Not significant
Girls	65	164.96	8.63			

Data Source: Authors calculation based on field survey in 2023

Table-2: There is no significant difference exists between boys and girls in terms of psychological wellbeing of under graduate students.

Table-2: showed that the mean score of Boys and other Girls students is 165 and 164.96 respectively. The standard deviations are 11.4 and 8.63 respectively. The calculated t-value is 0.02 which is not significant at 0.05 level i.e. there is no significant difference exists between boys and girls of their psychological wellbeing. The null hypothesis will remain unchanged.

Caste	N	Mean	Variance	SD	t	Level of Significance
General	72	166.23	131.53	11.46	1.78	Not Significant at 0.01
Others	40	162.72	82.46	9.08		

Data Source: Authors calculation based on field survey in 2023

Table-3: There is no significant difference exists between general and others in terms of psychological wellbeing of under graduate students

Table-3: showed that the average of general and others caste students at undergraduate level is 166.23 and 162.72 respectively. The standard deviation is 11.46 and 9.08 respectively. The calculated t-value is 1.78 which is not significant at 0.05 level. That means there is no significant difference exists between general and other caste students of their psychological wellbeing. That means the null hypothesis will remain unchanged.

Economic Status	N	M	Variance	SD	t	Level of significance
APL	64	164.60	84.40	9.18	0.45	Not significant
BPL	48	165.47	114.89	10.71		

Data Source: Authors calculation based on field survey in 2023

Table-4: There is no significant difference exists between APL and BPL in terms of psychological wellbeing of under graduate students.

Table-4: showed that the average of APL and BPL students at undergraduate level is 164.60 and 165.47 respectively. The standard deviation is 9.18 and 10.71 respectively. The calculated t-value is 0.45 which is not significant at 0.05 level. That means there is no significant difference exists between APL and BPL students in terms of psychological wellbeing. That means the null hypothesis will remain unchanged.

RESULT AND DISCUSSION

From the above of analysis and interpretations of data made in above, following results can be mentioned below — No significant relationship exist between psychological wellbeing and academic achievement.. No significant difference

exists between boys and girls, APL and BPL general and others undergraduate level students. This result is supported with the study of, Mustafa et, al (2020).

CONCLUSION

Relation between psychological wellbeing and academic achievement is positive but very low and negligible. In the time of field survey it is found that when students' mental well-being increases, so do test results. Various studies recommended that psychological wellbeing as a predictor of student's academic achievement. Low psychological well-being may cause distress, unhappiness in life which brings higher level of stress of the students. This condition might disturb student's academic achievement. Therefore, educational institutions should organise a continuous programme to help stressed, distressed, unhappy students so that they can easily overcome their miserable condition.

REFERENCES

- Best, J. W. et, al ((2022), Research in Education, Pearson, Chennai, 600119.
- Chow, H. P. (2010). Predicting academic success and psychological wellness in a sample of Canadian undergraduate students. *Electronic Journal of Research in Educational Psychology*, 8(2), 473-496.
- Ding, P., & Feng, S. (2022). How School Travel Affects Children's Psychological Well-Being and Academic Achievement in China. *International journal of environmental research and public health*, 19(21), 13881.
- Henry, G. E. (2021), *Statistics In Psychology in Education*, Surjeet Publication, Delhi-110052
- Joshef, M, A (2023). Relationship between psychological wellbeing and academic performance among adolescents in Dakshin, *International Research Journal of Modernization in Engineering Technology and Science*, 05(02), 1012-1019.
- Mbatsane, T. E. (2014). Family structure and the academic performance and psychological well-being of school children (Doctoral dissertation, University of Limpopo).
- Morales-Rodriguez, F. M., et, al, (2020). The relationship between psychological well-being and psychosocial factors in university students. *International journal of environmental research and public health*, 17(13), 4778.
- Mubarak, F and Pierewan (2020), Well-Being and academic achievement on students in city of Yagyakarta, , *Journal Ecopsy*, Volume 7 (1), <http://dx.doi.org/10.20527/ecopsy.v7i1.6025>.
- Mustafa ,et, al. (2020). The Relationship between Psychological Well-Being and University Students Academic Achievement, *International Journal of Academic Research in Business and Social Science*, 10(7), 218-525.
- Topham, P., & Moller, N. (2011). New students' psychological well-being and its relation to first year academic performance in a UK university. *Counselling and Psychotherapy Research*, 11(3), 196-203.
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*. 57(6), 1069-81.